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ABSTRACT

This document contains transcripts of nine speeches presented at a panel discussion. During the panel presentations, speakers, who are restauranteurs, food service vocational teachers, food service program coordinators, and industry association representatives, described the programs with which they are involved. The programs range from having food service teachers on the boards of state restaurant associations, to having a McDonald's restaurant in a high school, to various cooperative and teacher education programs. The programs are carried out in many states. All speakers stressed the benefits of cooperation between the restaurant industry and school vocational food service programs, and cited the need for increased types of cooperation in the wake of educational budget cuts. (KC)

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PLANS FOR ACTION

A Panel Presentation by the

National Restaurant Association
American Vocational Association
Advisory Council

at the

American Vocational Association Conference
December 8, 1982
St. Louis, Missouri

Panel Moderator

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College of Education
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Athens, Georgia

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JACK MILLER
Chairman
Hospitality Restaurant Management Program
St. Louis Community College at Forest Park
St. Louis, Missouri

My ongoing major concern is that every time I'm introduced they say he has been at St. Louis Community College for a long, long, long time. But it hasn't been that long. Perhaps it has been a long time but not that long.

My Principal duty this morning is sort of a summation of what this group, The NRA/AVA Advisory Council, has been about. I guess that since the founding of the first hospitality restaurant program, there has been this feeling of industry trying to tell the educators what they should teach. The educator telling industry, no this is what we are going to teach. We don't really care what you want. We have gone through this for years and years and so sometime ago, about three years ago, the National Restaurant Association said, why don't we just get together and just talk about what should be done in the way of education; in the way of bringing perhaps a compatability of some sort between education and industry. So this has really been the purpose of this council.

We believe, everyone on this council, that foodservice has always and continues to offer employment to all sexes and all ages, as a form of earning a living, as a form of work. This has been part of our mission, to bring this message to people. Our charge was to inform educators of the opportunity that the industry offers and to try and attract people to come into the foodservice industry, by programs, by specific charges that we had and by getting a combination perhaps of industry and education working together.

I think that each side has known for years that probably the most effective way to educate is the combination of meaningful on-the-job experience and meaningful classroom education. This was part of our purpose in trying to get everyone to talk and to establish what is relevant and what is meaningful. Today, we are going to offer some specific recommendations on what we think can be done. Some things that you can take back and use tomorrow in your particular industry segment or in your phase of education.

This is the last meeting of the NRA/AVA Advisory Council as it is now structured, but we hope that we are going to leave some things for education and industry so that they can continue to work with and work through to develop this better understanding with one another to attract people and to get programs that are going to be meaningful both to industry and education. This really is what our council has been about for the last years. This is what we wanted to accomplish and what we believe we have accomplished in this period of time that we have been together.

STAN KYKER
Executive Vice President
California Restaurant Association
Los Angeles, California

I guess I'm next. I was asked to tell you what the California Restaurant Association has done with its educational programs that have developed over the years here at today's session, Plans For Action. I would just like to mention briefly some of the areas that we have been involved. Some of them I'll go over quickly but I am prepared to talk about them later on in the questions and answers as we proceed.

We started out when I became the Director of Education for our Association. We were involved primarily with advisory committees and with a lot of different schools. We found that it really was not sufficient to be able to provide the kind of input that the programs needed in order to do a good job. So, instead of simply participating on advisory committees, both from staff and from members of our Association, we started looking at some ways that we could do some feature workshops and some feature meetings. We started out very elementary with a few plant tour types of things, simply to bring some of the teachers into different restaurants and other types of food service operations, and in the last few years we have been conducting what we call Foodservice A La Carte.

In 1983 we are going to be doing Foodservice A La Carte Number Three. It will be a full day seminar for foodservice teachers and counselors. We think that counselors need to be pulled into

this thing even more than some of the teachers, but our effort in that whole program of Foodservice A La Carte is to expose the teachers and counselors more to what the industry is about, what the career opportunities are, and what is happening new in the industry. We have been getting some very, very good results from that particular program.

We have also in the last few years worked closely with the Industry Educational Council of California. Although it wasn't our money that was involved, it was our Association providing some of the input with educators to put together a kindergarten to grade six a self-teaching program called, "Food For Thought." It is basically a career learning type of thing. We figured that by the time students are into high school and counselors are trying to figure out where to put somebody, it is a little late perhaps to really be developing the idea that foodservice is a career opportunity. The "Food For Thought" program is a self-teaching program. It is our attempt to start introducing foodservice career information in the elementary grades and I would be very happy for you to take a look at this particular program.

Also we have worked with, particularly within the last few years, the Culinary Skills Olympics, providing assistance in judging, and by bringing some of our staff and some of our association members into judging roles as well as providing awards. We are now beginning to take a look at how we can be more involved with the DECA organizations to again provide some industry exposure for the students who are interested in foodservice careers.

We have worked with foodservice instructors in California in other ways. We are involved with Cal CHRIE. Cal CHRIE by the way is a part of Pacific CHRIE. Pacific CHRIE is basically a Western states section of the Council on Hotel Restaurant and Institutional Education. We have cooperated with this organization for several years in efforts to provide input again from the industry and feedback from them on what their problems are. We worked with them during our exposition, during conferences, and we also have now established a new membership in our Association for foodservice instructors, at a reduced rate, so that they can be on our mailing list, receive industry information that we think will help keep them current on what is happening. We've adopted a new seminar registration fee for foodservice instructors basically just enough to cover the cost of our seminars. Foodservice instructors in California may now attend our Association's seminars at a very minimal fee, $25.00. Usually this covers our basic food costs and mailing costs. It has been received pretty well, although we are still trying to get the word out more. This is a way for them to be aware of what industry professionals are concerned about on an on-going basis.

Finally, just a year ago our Association established an educational foundation that works along side of our association itself. The foundation's goal is to develop funds for scholarship programs and for educational research and assistance and however it may be best used. The first year we got over $75,000 into our foundation and we are looking to improve that and do a lot of exciting things in the area of educational support. That's California.

JANICE TEMPLIN

Director
Adult Vocational Programs
Minnesota Department of Education
St. Paul, Minnesota

Sound's great! I am going to take just one minute to get the transparencies on my overhead and then we will go ahead with a few of the things that we are doing in Minnesota.

My remarks are kind of going to be in two areas. The program development, upgrading and then some recommendations — or it might be called the wish list, I guess. I agree with Stan, I think that advisory committees are really a great way to start and in our state the advisory committees have been terribly, terribly successful. All of the post secondary programs and all of the secondary programs have advisory committees that meet one, two, three or four times per year, and sometimes on an ad hoc basis the instructor will use an advisory committee member regarding a certain issue. And, all the usual things you are aware of — working on equipment, working on curriculum, finding internship spots for teachers, and finding internship spots for students.

One of the people that I talked with in the last couple of days as I was just sort of putting some of these comments together, said to be sure to tell them and remind them and reinforce the idea, they are already doing it, that former students are terrific advisory committee members. Ones that

are already in the foodservice industry, because they have a deep commitment to the program they graduated from, they really want to make that program a better program.

And, restaurant association memberships should include instructors. I think it is just a very, very important thing to do. I am a member of the Minnesota Restaurant Association and also the National Restaurant Association. The Minnesota Restaurant Association doesn't really have an educator dues structure, but I hope that we can work on that because many of the educators find it to be quite expensive, but it's fantastic. I get mailings from them continually that update me on all of the things that I need to do regarding the foodservice industry. Also, we are working very hard to get teachers to be members of some of the committees of the Minnesota Restaurant Association, and we have sat on this Advisory Council. I think I probably am quoting Nancy when I say we really need to get educators and industry people sitting down and working together, getting to know one another, each bringing their strengths to a particular area and working on committees together is really a good way to do that.

We have had lots of participation at the hospitality show. Some of you are probably aware of the Upper Mid-West Hospitality Show in Minnesota for all of the surrounding states. Many, many purveyors coming to bring exhibits. Many, many seminars that are equally valuable to both instructors and to industry people. Yes, students participate at certain specified times and they too find it very very valuable.

On Judging for student competitive events, we would like to share with Stan some of the things that they are doing there, or have him share with me rather, because I think that industry persons coming in to judge for competitive events, it's just a really helpful kind of thing. Seminars are great, but when that student can talk to an industry person on a one-to-one basis to really find out what he or she is doing, and what they are doing is a workable kind of thing in the industry, this is of the most value.

When we first got started out with our competitive events we found that students were doing some very nice creative things but probably were taking far too much time, and just a few suggestions or recommendations from industry people to let them know that in order for this to be a profit making kind of operation this has to be accomplished in this allotted time. That was very, very helpful to our students. And guest teaching, especially in some of the smaller more rural areas in our state. It is very difficult for students to go on the number of field trips that our instructors would like to take them on, so they bring in guest teachers from the industry to do some guest teaching in some of these areas.

And in the recommendation area. One of the biggest needs that we have is instructor updating. I would like to talk to you some more and to ask the rest of the panelists here for some of the ideas that they might have on instructor updating. Our instructors find that the seminars that are put on by industry, by NRA and by the Minnesota Restaurant Association, are excellent, but can't always be dismissed from their school duties. Perhaps even the seminar fees are very expensive, but substitute teachers and travel and all of those kinds of things sometimes can't be managed on their budgets. I would like to have you share with us some of the kinds of things that your programs do so I can take that back to Minnesota.

Also, they are very interested in educational leave. In some cases that's true, and in some cases it isn't true. I wish we could do some kind of concerted effort on establishing industrial leaves for instructors. In some of our programs instructors have negotiated leaves as part of their contracts. They teach for, let's say for, two or three quarters and then go on leave for a quarter. This probably won't happen every year, but it might happen like every third year, and many times they are paid by the industry during that leave. But since they are beginners again in that industry, perhaps their salaries might not be what teachers' salaries are, so the school makes up the difference in the salary. That is one way that we handle industrial leaves. Another is a very short term kind of thing where instructors might go into the industry for perhaps several days on observation kinds of leaves. They find that to be a great way to try to keep up. My immediate supervisor always says that after you have been out of your particular field for six months, you know you are obsolete anyway. I guess we could probably argue whether it's six weeks or six months or what the length of time is; at any rate getting back into the industry is very helpful to them.

Something that we are working on, and want to continue to work on, is a cooperative effort of recognizing training. I think that we are better on that than we have been, but both industry and education needs to recognize training in some way. Either by higher salaries or by some other method. Our teachers are asking for more involvement in the restaurant association, and we are going to have to search for ways to make that happen. They are also asking for more promotional materials, and if any of you know of particularly any sound, slide, video, of filmstrip kind of promotional material, we are very insterested in some of those, and I would like to have all of you share that.

DR. RAY KAVANAUGH
Director of Human Resources
Red Lobster Inns of America
Orlando, Florida

I get to follow Jan and I don't have any overheads, so I am just going to stay seated.

I got involved in this council about a year ago, so I feel like kind of a late comer. As Director of Human Resources with Red Lobster, the areas that I work with really involve every aspect of an employee's life with our company from the time we interview them, or at the time we receive paper work on them, to the time that they terminate with us. Regardless of what the reason for that would be. We are involved in actively recruiting and hiring people. We are involved in our on-going training efforts for people at both the hourly level and in management, and we have continual programs in training people after they come to work for us. We are also involved in their career planning and a lot of special programs which work toward the individual needs of what we call our Employee's System Program. So we are very actively interested in the efforts that go on within the community and the educational system of preparing people for employment in the foodservice industry.

The first time that I met with this group we talked about ways to go out and solicit ideas from the educators in the foodservice industry. I got all excited about that and immediately charged back to Florida. About a month or so later after I figured out exactly what I wanted to say and how I wanted to say it. I identified every school in Florida that had a foodservice program. I sent a letter out which was really requesting some input and information and some ideas. I sent out eighteen letters and waited for two and one half months and got five responses. I think that dimmed my enthusiasm a little bit. Peter and I were talking about this yesterday afternoon, as a matter of fact. I have come to know Peter as a highly, assertive, maybe even pushing into the aggressive stages of going after the things that are going to benefit his program. He made the remark that if he ever got a letter of inquiry, or any kind of statement of interest from somebody that he thought might be able to get involved in his programs, he would camp on his doorsteps with a number of proposals.

I think that there are a lot of people in this room that are that way, or you wouldn't be here this morning. I guess that one of the challenges that I would like to offer to you is to figure out a way to have impact on the people that don't respond to those kinds of things. I'm sure you all know people in the foodservice industry, either in your own program or programs in the state that might take a rather apathetic approach to any kind of outreach. I would like to have you spend some time thinking, perhaps we can get into that today, about how to have some impact on this, on how to increase that responsibility, because I think that we need to have a lot more dialogue. I think that is one of the true challenges, to the people that are here today and are actively interested in getting cooperative efforts going.

Well I got these five responses and I tried to figure out from those five what kinds of shared activities they've had going. Any number of them have already been mentioned in Jan's material and Stan's. I guess the traditional cooperative effort is largely tied into an advisory committee. And, I think there is a great value to be pulled out of the advisory committee in terms of curriculum updates, new and innovation ideas and some instructional assistance. I did some checking around on the advisory committees to some of these schools and found that they met anywhere from one to four times a year, and that the advisory committees were made up of educators and people from the industry who are actively interested in working together. I know from working with the people on this panel that their interaction never stops. And I also believe that there are thousands of restaurateurs and educators in this country who have as much energy for cooperative efforts as the people on this panel. I think we need to identify strategies and go out and pull in these people. I think they would gain momentum from each other. Advisory committees are a very useful tool. We need to look at some of the frequency with which they are used.

Meaningful instruction is one thing that all of the people that responded to me talked about. We tried and involved restaurateurs in our communites in the actual instruction of some our programs. I think that is a very viable tool and needs to be utilized. Out of the five responses that I got, only one indicated that the faculty is directly and persistently involved in working with the industry on a professional basis. I really do hope that is an oversight on the part of the other four responses that I got, because I think that one way that you can bring real meaning and true to life experiences in your programs is by having active faculty involvement within the industry.

Jan mentioned going in as observers and working with people in the restaurant industry. I

think that there are a lot of opportunities for educators to develop networks within their own communities, and for people in the foodservice industry to set up opportunities for observation. I would like to go a step beyond observations and say maybe roll up their sleeves and get in there and actually take part in some of the training that local restaurateurs are offering to their employees. I think that is a very important aspect. As a matter of fact, people on my training staff are required to do that and I put that requirement on myself. Every year at least two weeks out of the year I spend either in the kitchen or in front of the house as a fry cook or as a broil cook or a server. You really get some eye-opening understanding in the revisiting of what people in training do. I highly encourage that kind of activity from your faculty. I know that there is a lot of arguing about the time and the energy that it takes to do that, but we are really talking about giving a very direct and meaningful contribution to the instruction of the students. There are ways that this can be worked out, and even tied into some of the actual instruction at the time for the students.

Funding assistance? The people that I have talked to have not really indicated that there has been a lot of funding assistance into the educational programs from the business and industry. Peter, I am sure will talk about the McDonald's venture in his program.

I'm going to talk a little bit about a venture that we've got with the Rochester Institute of Technology. We've got a cooperative program there that has paid us high dividends. We do have a fairly substantial investment in it, and I can guarantee that we are far more interested in programs of this nature than to have just one in existence. The issue becomes, how do we work together to identify some programs that are meaningful and those who would be willing to put time and energy into developing cooperative programs of the nature of our Rochester Institute program?

Some of the thoughts that I had as a result of working on this council and talking to people in the foodservice industry in the Florida area, which is where our corporate offices are and where I work, is the notion of an active alumni group. I have not heard of anyone who does have a very active alumni group whereby people come back and are actually a part of the on-going instruction. I think that there are a lot of opportunities there from your alumni.

Summer Intern Programs. I've heard a lot about summer intern programs from the students, but I think there is a lot of opportunity for summer intern programs for working faculty. I think that this is something that we, as members of industry, need to investigate too. I think there are a lot of opportunities to bring faculty members in and and have them work with our management staff. We should work up some kind of a cooperative effort along that line.

One of the things that I had a thought about comes from a social service program. It's the idea of a big brother or big sister kind of program, and I think that there are opportunities whereby students in the program could be tied to restaurant people in the community in an advisory capacity, almost a lay counselor. I think that those kinds of opportunities are available.

I'd like to say a little bit more about the program that we have at Rochester Institute, because on the one hand I don't think that there is anything there that is that unique and innovative, but on the other hand, from the industry perspective, it has yielded us fantastic dividends. We worked up a program with the Rochester Institute of Technology a couple of years ago and it's really quite basic. We go out with our personnel manager in that region and give an orientation to the students in the program on what we at Red Lobster have to offer in restaurant management. Following that orientation program, interested students write our regional personnel manager an introductory letter and send him a resume. The regional personnel manager then works with a group of faculty and they screen these people for this particular program. Students must meet our basic requirements, that they be a senior and that they have one block of their five blocks left in cooperative efforts. Based on that the students are interviewed. Once they have been identified, they will sit down with our personnel manager and actually be interviewed in a real job interview situation. The offer to hire will be made based on that.

After the decision to hire is made, that student is employed with us for a twelve week time frame as a manager trainee. They are assigned as a trainee in one of the restaurants in the Rochester area and go through our regular manager trainee program. All of the requirements that we place on our regular trainees are the same for these people. During the twelve weeks they have to take their weekly test from us and achieve an 80% competency level. They follow their work requirements with us and still stay up with the requirements that RIT places on them. Following that twelve weeks training program we then may extend the student an offer to continue in management with Red Lobster. Now, we may have students in the program that we will not extend an offer to, because we are only looking for qualified people. The qualified people who have done well in our program may accept our offer under some conditions. They will have to

return to school and actually finish their degree program. We are not interested in taking them away from school. They are placed on an unpaid personal leave so they don't lose any status or tenure time.

Upon graduation they are relocated to a permanent assignment and they will function as an assistant manager following the four final weeks of our training program. While they are with us, they actually will receive all the training benefits of a Red Lobster employee. We have even had some people, one fellow as a matter of fact is kind of interesting, he came out of the program and said, "Hey, I would like to work part-time for the company while I'm finishing school." So we actually had to demote this fellow, put him on a different pay status, and he worked for us as an hourly person which contributed substantially to his understanding of what he is going to have to deal with, and he came to us as a general manager.

We've gotten a lot of benefits out of this program. We've had eight people come to us as a result of it over the last two years and we have retained all but one of them. One gentleman has decided to leave and take an opportunity with another restaurant.

As you can see, the payoffs have been incredible for us and we realize that there are many other quality foodservice program throughout the country that we could benefit from in terms of our human resources through the identification of, and working with, faculty and students available to this program.

That is one example of how a program is working. We're really excited.

BOB LIPPERT
Director
Vocational Food Service
Mt. Pleasant Area Skill Center
Mt. Pleasant, Michigan

I represent the state of Michigan and foodservice teachers in that state. The state of Michigan alone has one billion dollars invested in all kinds of vocational education in schools.

I teach in an area vocational center where my classroom now is worth over half of a million dollars. When people have money tied up they expect certain returns. They ran a survey in the state of Michigan on what the people thought should be done for high school students. Their main belief was that we should train them for jobs.

There was a group of us that had always paid our dues to the Michigan Restaurant Association, National Restaurant Association, AVA and so on. We paid our dues, that is basically what it amounted to. We didn't get much in return. We decided that we would get organized; we decided that we would try to accomplish something.

We had a group of teachers that really taught foodservice. Some that had all sorts of skills. We had talented people that could do a lot of things. We also had other teachers that could only pick up the book and taught directly from the book, so there was quite a variance between the two groups. So, the proposal was put to the Michigan Restaurant Association to change our status somewhat. We really became an independent organization under the Michigan Restaurant Association. We organized our people; we set up our own Board of Directors; we built our own body which we didn't have before. They gave us a seat on the Board of Directors of the Michigan Restaurant Association. We had input at the top level because we had our own structure.

Since then we have been doing a lot of things. We take our teachers and put on workshops throughout the state. We put on a large gourmet dinner. We may not have the talents to do certain things—what don't you want—or what do you want?. What do you need? Have you ever boned a chicken? If you haven't boned a chicken, we will bring you people that will teach you how to do it. it's a hands-on type of affair. We gave methods in presenting them. If I'm going to stand out there and show you a demonstration or make an address, I want to know how to do it. What different ways can I do it? What ways can I improve? We have workshops of this nature.

Michigan State University was offered a grant, a Federal grant. In it they ran a test, not only for foodservice people, but business people, D.E. people, the machine shop, the auto shop people on what their needs were. So, we are working in conjunction with that organization too.

We had one day with Butternut Bakeries in Grand Rapids. We took thirty people to the bakery. We worked in the bakery all day — right along side the regular bakery people.

We took our people to the Dearborn Hyatt Regency just outside of Detroit. We had numerous people that had never entered the kitchen of a major hotel. We took them into the kitchen and we ac-

tually worked in that kitchen for three days.

It's a method of upgrading our instructors. We thought that if we could upgrade the instructors then it would upgrade our program. In Michigan, the only way that we are going to get better students is to have better instructors.

We're hurting in Michigan. Our unemployment is very high. If I look at the money that I have tied up and am not getting a return, well then I have a problem. So we are fighting for ourselves, really.

Now, to answer a couple of questions raised about my own program back home. We have a local TV set up in our vocational school program. We'll bring in a certified chef and baker from Michigan State University. We'll put a culinary date on it in our program. We'll put it on TV live. We"ll put on the demonstration that is still in progress with the students. We'll have a little career day and on that day that we'll do the demonstration on TV.

I've had some very outstanding students in my program. We'll bring them back and have a big day honoring them. We'll put up displays in the kitchen. We always try to bring somebody back.

The biggest thing in our favor for our programs for the future is that it doesn't cost us that much money. The biggest thing that has cost us is time, and I am going to perfect certain things for saving time in the future. I may not have the money, but I can give of myself.

If we have a large gourmet type of meal, we will have people who want to come. We'll sell the meal, we'll get our money back.

We also do certain other things with a little flair - we set up a large gourmet type of table; we'll put an ice carving on it. We'll do something that attracts attention. We'll do certain things that other people can't do.

While we were at the Dearborn Hyatt Regency, Frank Christi was the Food and Beverage Director. He is a young person, probably about 27 or 28, with just talent galore. Just being around the man for a short period of time was something. He'll never put a thing in a straight line, everything has to go up in a curve, everything has to have a curved look. It has to be creative, different. To be able to just take our teachers in there that had never been in a major hotel, let alone in the kitchen, was great.

This gave the teacher more of a view of the total industry, not just one type of restaurant. They couldn't just run a fast food restaurant and say, oh well that's fine, this is what I'm interested in, or just a sit down type of restaurant. They couldn't run a specialty type of restaurant and have that as their only type of concern. The teachers also had to be aware of things that industry wants. If industry is going to invest money in us, they want a return for their money. So, the biggest thing that we can give them is a good return for their money.

FRANK DE CIUS

President
De Cius Enterprises
Portland, Oregon

Good morning, I don't think anyone has said that, it has been said now. It's a nice crisp morning here in St. Louis. As was mentioned earlier, I've spent some eighteen years in the food industry, in the fast food industry, which tells you that I've been dealing with young people most of that time on different levels. I'd say that during most of that time I have been trying to encourage people into our business. I have spoken to a lot of groups of young people, lots of groups of educated people over those years, and one of the things that I always try to do is to tell them a little story to illustrate what it is like working out among people, knowing that a portion of those people already believe some of the things that I'm telling them about the advantages of coming into the industry, and so on.

Recently I found a little story in a publication that I thought was really a good story that does illustrate what I'm going to tell to you this morning. It deals with the fact that in Poland recently, as you all know, they've had some difficult, terrible times. The people were mistreated horribly and have been under martial law. But, the one thing that has always given hope to the Polish people is the fact that they haven't lost their sense of humor. This story came off the streets of Warsaw and I think that it illustrates that they still have a sense of humor.

It seems that the Sergeant of the Guards of the Milita is sitting in his office and he looks at his watch and he realizes that in fifteen minutes it is going to be martial law time and he is getting ready. He is drinking a cup of coffee and he is getting ready to go out on the streets to make sure that all of his people are in place, ready to go out and check on the activity on the streets.

Suddenly a series of shots ring out and he

leaps from his desk and runs out the door into the street and here is this Polish Militiaman with his rifle still smoking, looking down at a Polish civilian who is obviously in some discomfort. He runs up to the Militiaman and says, "My God, what have you done? You've shot this person, don't you know that it's still fifteen minutes until curfew?" The Militiaman slowly turns around and says, "Maybe, but I know this guy, and he never would have gotten home."

And, that's kind of the way we feel in the food industry, they are just not giving us a chance to get home. They are shooting us before we get there. There really are a lot of opportunities in the industry. It is such a diverse industry, there is something for just about everyone, no mater what their interests are. The food industry is a stable industry that has been improving lately, and best of all there are jobs.

I'm going to tell you about a project that I am doing in Portland, Oregon that has been doing very well. But, before I do that I want to tell you that I was in Los Angeles two weeks ago at a NACO conference. I will explain to you for those that do not know that NACO is the National Association of Counties, basically CETA. There were people there, thousands of administrators from all over the United States who had charge of these federal fundings that were going to come down and then be dispersed to Private Industry Councils and put into the jobs programs. I was there to speak to them about this project I've been running, and fortunately for myself and everyone else there really, the speaker on the final day was no less that a fellow named Benjamin Hooks, a man who I am very impressed with. During his speech Mr. Hooks said, and it's the first time that I have ever heard a public figure actually come out and say that, "The people that are concerned about putting your youngsters to work in the future must look to the service industries because that's where the jobs are going to be - between now and 1990 hundreds of thousands of jobs are going to be created in the service industries and you must redirect your thoughts and become a little less idealistic and become more realistic in how you steer these young people, because you must be concerned about putting them into jobs. They are coming out of schools and you must put them into jobs."

Here is what we are doing in Portland in the foodservice industry. I'm not dealing with youngsters yet because I have not gotten to that level yet, but back in November the people from the local CETA consortium came to me and said we want you to set up the restaruant project that we have been listening to for the last, seems like forever, maybe ten years. You've wanted this program and we are now going to give it to you.

What we did was this, we set up two-week training programs. The labor source were women who had lost their welfare grants because their children were over three years old. That put a new group into the labor market that hadn't been there before. We decided that we were going to get those ladies jobs. What we did was develop a two-week training program. The first week we concentrated basically on taking their minds and their attitudes and putting them into a more positive place. We helped them write resumes, brought in hair dressers and fashion experts to help them so they would feel better about themselves.

The second week is when we really go to work with them and explain to them about the industry. We take them out to a restaurant and let them meet the owner and go around the facility. At most places everything is explained to them from the bar service to what is going on in the back of the house in the kitchen. We have restaurateurs come into the classroom to talk to them about the advantages of going to work in their segment of the industry. We have a diverse number of people, a wide cross section of the industry, to give them an idea of what direction to go.

We finish it off with a little graduation ceremony at the end of the week. The exciting thing about it is seeing those women coming into that project two weeks before and seeing the product that is produced in just two weeks, is really exciting because, well there are many, many wonderful stories that I could tell you that came out of this project. People have been taken and just turned right around. It's just amazing.

What we have done is shown a placement percentage well in excess of 85 percent. There aren't many programs around that show you that kind of placement, serious placements. That means that after six weeks, the women that we placed in jobs were still at those jobs. Generally, if you can keep them in a job for six weeks they are going to stay there for awhile.

The point of this whole thing is, people think that in order to work with the foodservice industry you have a lot of real heavy background and so on. That's not really true for entry level jobs. The one thing that enabled us to place these women is that they all had experience of some kind. You are not going to run into youngsters like this where everybody has worked in the food industry somewhere along the line. Well, I guess I've pretty well exhausted the subject. I tell you this because I believe that things like this can be done to help in improving the lives of people all over the United States.

PETER CRAFTS
Director of Food Services
Minuteman Regional Vocational
Technical School District
Lexington, Massachusetts

Today in Massachusetts educators are in an envious position. We have at this point engaged the relationship of the foodservice industry. In talking to others throughout the country, it doesn't seem to have materialized in the same way as the industry responded to us in Massachusetts. I want you to know this is a partnership which we have created over the past five to ten years and I would like to explain a little bit about what it is today and some of the benefits that are taking place.

This whole partnership started with the Massachusetts Restaurant Association that represents, oh maybe, 1,200 restaurateurs in the state of Massachusetts. And, this restaurant association also is a very active lobbyist at the state capitol for many types of bills that are either for or against the foodservice industry. They meet monthly in business situations to develop all sorts of programs for their membership, and to devise legal aid to help the restaurateur in the towns, the cities, in the area of taxes and the different approaches that other agencies have taken toward inspecting restaurants.

Educators began talking to them about the restaurant association about ten years ago. In most cases the foodservice educators in Massachusetts have come out of the foodservice industry. The policy for allowing teachers to teach foodservices in Massachusetts is basically a little different than in other parts of the country in that the person who is going to teach in foodservices in what we call culinary arts, has to be a chef, and has had to be one for six years prior to going into education and be able to document it. They take both a written and an efficiency test in their trade, whether it was pastry, baking or cooking, before they are allowed to teach in a vocational school. Now, because of that, we have an easier time I believe in dealing with the trade associations like the restaurant association. We are able to fit in because most of us have worked with and know most of the people in these agencies and associations and we've been able to talk on a very equal basis with them over the years.

One of the first things that the MRA did was to put teachers on their board of directors. For every term of office we always have a person of senior college level; a person who teaches junior college level, and; a person who teaches on the vocational school level on the board of directors. They are voting members who rotate through all the chairmanships and all of the committees and take an equal role in the operation of the Massachusetts Restaurant Association. This type of exposure to instructors in all levels of education in Massachusetts has helped create a very strong network of communications between restaurateurs and the educators.

Another thing that we have stepped into as educators with the restaurant association is with their staffing since they have now taken on an annual trade show. Most regions have a restaurant, or a restaurant and hotel show where purveyors come in and display their goods and services on a three to four-day basis. They have culinary arts exhibits for which they turn to members on the Board of Directors from education to provide the guidance, or the direction, for the educational part of the trade show. The culinary arts salon that takes place with the Massachusetts Chefs Association along with the restaurant association. They have given educators the authority and the responsibility to represent the association to go out and gather help and get these things done.

The restaurant association has given the type of cooperation where we in education will help to plan their monthly meetings. We will establish what is needed for seminars. We get involved with picking the different types of speakers and the types of places where the seminars will be held. We get involved very directly with the types of information that is going to be shared between participants.

In the eyes of restaurateurs in Massachusetts, foodservice educators are looked at on equal levels—they are not looked down upon—they are not looked up upon. The educators are given the same respect as the restaurateur. It's a very relaxed, laid back communication system that works for us today, but it took five or ten years for all of this to take place. It wasn't a sort of planned thing, it just happened. We started some ten years ago with the main reason to clear up how Massachusetts certifies people who teach in our industry, so that a lot of the people that originally went into teaching in vocational schools for the last fifteen years before it became popular, and the junior and senior college hotel/restaurant programs became legitimate, for lack of better word. The people who are teaching foodservice in our industry are very closely involved with the industry. So, that some of the things you have had in other areas of the country in discussing the subject didn't happen in Massachusetts.

One of the frustrations that I've mentioned today is that educators in the foodservice industry don't have, at the national level, a common voice or a way to get our voice to the industry except through councils like this. We have the AVA, that represents all vocational areas in all schools and for them to spend a lot of time just speaking out for this particular discipline, like culinary arts or welding or whatever is impossible.

We have home economics which represents foodservice in some states, but in some states home economics is considered by some students who start going through high school as an elective subject you take in academic high school. In some schools distributive education or business management is the umbrella representative for foodservice or culinary arts. In our state, trade and industry represents foodservice. We come under trade and industry. We do not report to home economics.

So, for us, as educators to separately talk to the National Restaurant Association, the American Culinary Federation, or to other national organizations and to our state organizations, we can show a very confused picture to industry. They were saying, "Who are you? We can't get a handle on you." It's this type of group here that allows us to get involved with it, the National Restaurant Association and AVA. It has given us the opportunity to develop some communications and some exposures, especially from the National Restaurant Association. It has given a better idea what is the foodservice educator, the culinary arts, restaurant managers, instructor, professor, whatever terminology is used.

Getting back to some of the things that we are excited about in Massachusetts because of the trade association and the individual restaurateur, is that we went through Proposition 2½, which is like California's Proposition 13, and I am sure that almost every state has its budget cutting, or Reaganomics or whatever it is. Our budget this year will probably be twenty percent less than they were five years ago, with a net loss of around forty percent. We've lost teachers. We've lost replacement equipment. We've lost the ability to expand. We've lost the ability to update and modernize. It's frustrating. So we've turned to industry. We should have turned to industry a long time ago. I guess we just had plenty of money, or we just never felt the need for it. We didn't turn to them strongly like we are doing right now. Their reaction, because of all our relationships in the past ten years, has been positive. Had we not had this relationship with the industry so strongly on many shared events such as placements, and seminars, and for having shared all sorts of situations and problems, we wouldn't have such a great positive relationship now that the budget crunch is on us.

We can't do business in our school like we used to. I cannot purchase equipment, I cannot go to a tax payer and say I need to spend thirty-two thousand dollars this year to update and modernize and replace and repair. They don't want to hear it. They say, "Put a Band-Aid on it and shut it down, or put it away or do something." You're right because, as tax payers, you are all against the wall in situations and education has gone hog wild as far as spending money in the total perspective. There is no money to spend right now, with the economy the way it is.

The foodservice industry has stepped in in our state and has been very responsive. I've had Nancy's help, and when I was up in Vermont, Ernie responded the same way. We cannot teach everything there is in the industry. We can't teach the whole job market. For example, butchery is a dying trade, because there is no need in most restaurants and hotels for them to employ a person who's only a butcher. But, the chef or the kitchen manager still needs to know how to butcher. So, do you go out and buy a whole side of beef and you go through the whole trial and tribulation to teach butchery, or do you call restaurant that does this, or you call up the meat wholesaler in your city or town and develop a relationship where you can send these students and do this type of reciprocal training with them where they will teach butchery for you? They will use their equipment, at their expense, even though they will turn around and sell it to the customer to recoup, we are able to teach our students the skills and jobs that we used to be able to, but industry is picking up the costs.

Nancy Dini teaches a class in dining room management for us. We don't have the time in dining room management to teach waiter and waitress service. They are all out there trying to hussle money, and we are just turning over tables and customers and not doing a good job in table service. I look to restaurants for help by sending students to them to learn the correct way, the polished ways of dining room service. I cannot teach French service and Russian service anymore, so I would look to another restaurant that teaches those types of services to send them to. In all the different areas of our trade, from dishwashing to cashiering to management, when we need help in Massachusetts, the industry is there and willing to help. They are not in there asking what are we going to get out of it, or why are we doing this for you. It is a very reciprocal arrangement. It is a standard policy in most Massachusetts restaurants.

We have plently of regional vocational schools in Massachusetts that encompass most of the state. When a restaurant or hotel or a bakery needs personnel, we form a relationship with the trade assocation and the individual entrepreneur

that will help them before they have to go to the newspaper or to the streets. The restaurants call the local schools automatically, and that has worked successfully in most areas. When it doesn't work out, we see if there is a lack of respect, or a lack of communication between the school and the business. Because instructors are able to meet with restaurateurs and other people at the state level, we are able to find out if there are problems in communications throughout the state. If there are little pockets out in the western part of Massachusetts or down in Cape Cod where the educator and the business person or the people in that area are not responding to each other correctly, the trade associations will get that information very quickly and pass it along to us, and we try to develop a better relationship. Because we cannot, as educators, especially during this budget time, or even if the budget situation was easier, run effectively without industry's 100 percent support behind us. It would be impossible for us to place a student on a job as successfully.

Now with all this budget cutting going on we find ourselves testifying in the Capitol on state bills for decreased funding, or how to cut up the pie to see who is going to get a piece of it. Educators go in to lobby for certain things they find important. We found it was very beneficial if we have a half a dozen trade associations coming right along with us saying that they think it is important too. We want these things to pass too.

When trade associations are up against the wall on a bottle bill or smoking in restaurants or some other type of legislation, we help to present a more positive image on the floor testifying as to why or why they shouldn't allow this law to pass. We should be available becuase a Congressperson or legislator is going to look to see the natural reaction to the lobbyist coming in to lobby for or against a certain bill. But if they see something that they normally are not used to, educators working with business, they listen more clearly, and somehow what we want to see happen gets done a little bit better.

We found that as educators we are now being asked by the foodservice industry to go in and talk to their employees in the restaurant about careers in the foodservice industry. Even if you're 34 years old and all that you have been doing has been a fry cook or served in the dining room, eventually you're going to want to do something else. To help keep turnover down, restaurateurs want their employees to know that vocational schools are available for part-time study for employees to get more education to prepare themselves for better jobs and careers in foodservice. We also supply education on the premises to up-date the employees.

We can get them in touch with people like Dr. Chet Hall who can direct them to certain education programs, or you have other people come up with the certified programs that are available to the industry and help the restaurateurs get this information to the employee. This will make the employees more worthwhile; the employers will be able to upgrade the employees; the employees will be paid more and restaurants will profit more. We are doing more and more of this with Massachusetts restaurateurs. They don't always need some "great consultant," this is strictly a reciprocal arrangement. When they ask, will you come down and talk to an employee, or can you spend some time with all of our employees, we don't say, "Well we charge ten dollars an hour - one hundred dollars a day plus expenses." There is no charge, we just go in and do it. And, it's the same way when we call a restaurant and say, "We'll see you next week on Monday or Tuesday, we'd like some help on a particular subject, can you schedule twenty of our students for a course?" These types of relationships exist because we do it for each other.

We are faced with other needs of the foodservice industry. This is why we went a step further. With budget cuts the way they were we looked to other alternatives. We turned to industry and said we can't teach special segments of the industry properly for the special jobs required by four or five or so fast food restaurant chains across the country. We can't teach that area of our trade. We looked at it some years ago and said, why bother. Who wants to teach somebody how to cook hamburgers, that's not for us.

I look at it now and say, hey, it's so well done, it's so sophisticated and so well thought out. They're there for that type of food, it's how they do business. We'll just use their system and their style, and we did. Like Frank did, we went to the industry and said, we need four hundred thousands to a half million dollars, but we can't afford it. We want to put in the most modern state of the arts here, but we can't find who to write to, we don't know anybody. We're educators, no experience in fast food, no one to help us.

For over a year we talked to people like McDonald's, Burger King, Burger Chef and Wendy's, and right down the whole list. Obviously we didn't solicit them for the money, but we did talk to private entrepreneurs. They obviously couldn't afford that kind of funding. With their help we talked to major corporations. They said, "You're educators, teachers, schools, we don't want to talk to you. We want your students as customers, as employees, we don't want to talk about training. We don't want to talk to students."

So we invited them to our school, back and forth, and it took a year to convince this strange group of paranoid people, these fast food managers, supervisors and corporate officers. It took a year to form this relationship with them, and now we have the end product. Yes, we do have a McDonald's inside our school. Yes, our students go through management training, they go through it in 150 hours. It normally takes an off the street employee nine months, to go through what our students cover in 150 hours.

Maybe only ten or twenty percent of our graduates will go into fast food. That's McDonald's and everybody elses. We realize that considering the investment it's only a small percent. McDonald's committed to spend very high amounts of money to do this. They did it on a gamble because there were no statistics; there were no records; there was nothing that would tell them that they would get a return on their investment. Absolutely nothing that they could look at besides the fact that we could produce results based on the past.

I am happy to report that they and we are doing quite well. Before we began this project their training systems had never been available to anybody outside the corporation. All the video training tapes were done at great expense and were well thought out and developed. Red Lobster has some of the same types of training programs that are also available to us too. And to go through all the routine job training, this is all done at their expense.

The tax payers made out like gang busters, this time it didn't cost them anything and we have training in a new area that we couldn't afford to add on to our program to serve the job markets and to meet the needs of a lot of our students. We are particularly pleased; it's a good mix.

McDonald's is bringing in their unit, in a public school at the high school level, to make money. They know that there are certain populations with X amounts. They know they have to operate for a certain limited amount of hours a day. They know they have to offer a menu selection that will sell. Before the year is over they will know. That was just an example of a marriage with industry.

Now we are taking the next step forward. We want to build a 1,000 seat conference center. We want to teach all the trades required in a conference center and food facilities that go along with them. So we'll get with the corporations again about this idea. We could even set up in mini shopping malls and all those types of things.

Hopefully, in ten years, the whole operation we hope to have going will be financed by private industry, and that we will all make a profit from it. This is vocational education without an excess in costs to the tax payers. We still have control, we still haven't lost our educational rights, but industry will make a profit for themselves and we split a return on the investment.

It's a very nice marriage starting right now at this stage. We know very well that we can bring it to an ideal stage in ten years. It's something more than speculation at this point.

ERNIE ROYAL

Owner/Operator
Royal's Hearthside Restaurant
and the Royal Market
Rutland, Vermont

I'll say good morning. I would like to talk a little bit about the importance of vocational education. I have a lot of strong feelings about vocational education. It came to me in 1948 when I was the chef at a small inn in Vermont. One day I received a phone call from a lady by the name of Ms. Seally, she was with the vocational education. When I heard that she wanted to talk to the chef in the kitchen, I said that if there is one person she can talk to it's me. My prior recollections of vocational education came when I was dropped from high school and placed in vocational education.

All sorts of thoughts came into my mind, but the day that Ms. Seally came into the kitchen to meet with me, I was sincerely impressed with the sincere manner which the lady had about getting one of her star students to work in our kitchen. And that gentleman she brought to see me is now the head supervisor of all the food preparation for Dartmouth. He also has won at least a grand prize in the culinary salon at the Boston and New York restaurant shows. He has won a first prize in all of those culinary salons. So, from that time on, anytime that I needed anybody while I was a chef in Vermont, and I was there for eight years, you can be sure where I went when I needed help. In that way, as a chef, I became very much concerned about what was going on in vocational education.

Today we have a restaurant in Vermont and we still have that same high regard for vocational

education. We have three people now who work for us in our restaurant who came to us from the Rutland Region Vocational Technical School.

This marriage between AVA and NRA is very stimulating. I feel that in the future if I can do anything at all to help people like Ms. Seally, I will be the better for it.

Educators and restaurant operators must get together and just sit down and talk and be concerned about people, and getting those people to work. I'll do my part in this effort and I know that thousands of other resturateurs will join me.

NANCY DINI
Owner/Operator
Dini's Sea Grill
Boston, Massachusetts

Well, I want to say good morning too. The last time I spoke to a group of vocational educators it was under a little different circumstances. We were in Atlanta and I had water poured all over my dress and notes. You notice I have this water pitcher strategically placed between Ernie and myself so that no one would be tempted to spill water on us. So far so good.

I want to thank you for your attendance and for your interest. It's encouraging to me as chairwoman of the NRA/AVA Advisory Council, to see that there are educators out there who are interested in what we have to say. What we have to say is vitally important and I am sure that you understand that because of hearing what some of our other panel members have said this morning. The actual purpose of our council was to identify and recommend to industry and to vocational educators, ways to stimulate more active communication and collaboration between our schools and foodservice people at all levels. As you see today, there have been some success stories here. There have been presented some ways that working together can be done, and it should be done. We should be active, we should be working together more closely.

As for foodservice people, according to the Bureau of Labor Statistics, employment in foodservice occupations is projected to increase 39.5 percent between the years of 1978 and 1990. And for managers, this is 30 percent. This tells us that, yes, there are a lot of people who are out of work and the situation is bleak in many areas of our country, but there are golden opportunities out there for people who wish to work in foodservice. We have the positions, but what we need are qualified, well trained, highly motivated people. People who aren't just looking for just, well let's say, a five weeks job, or a five months job, and then leave after they've found out what they can learn. We want people who are educated, people who enjoy working with people, because that's what we're about. There are other areas in vocational education which are great, but we're talking about an industry where you have to enjoy working with people, one on one.

Jan mentioned that a very important aspect of her work is trying to get students working one on one with industry people. To really fully understand a job, don't just sit down and teach it. I was once a teacher and I have heard a lot of theories and rhetoric about that and so have you. You don't sit down and discuss with a student, or a prospective student, or a worker in a foodservice industry and say, "This is you job description, this is what it is and that's all there is about it." I think it makes much more sense to say, "Why don't you come with me, I have a friend who works in a cafeteria. Your're interested in nutrition or institutional type feeding, follow this person around today; get an idea of what is going on in this field and see if you like it."

We as independent restaurateurs and operators can do the same thing. I will be going out next week to speak to a group of students of restaurant management at a high school in Massachusetts, but I'm not going out there by myself. I'm taking a successful product with me. Do you know what that product is? A student of Peter Craft's program who is now my dining room supervisor who will relate to these youngsters far more effectively than I ever could. This what it is all about.

How do you develop these successful strategies? Well, we've heard a lot of things today from these people on our panel today, but I feel that the most important ingredient in the essence of collaboration is the commitment of our people. We have a commitment to people; to the people in Massachusetts. Our Massachusetts Restaurant Association Board Members are tremendously involved in our communities. They don't just merely give lip service to the fact that they support and go to advisory council meetings at local vocational centers, schools and community colleges. They are actively there. They are teaching. They are conducting courses through their restaurants. Foodservice operators are action people.

As Peter mentioned, the culinary arts instructors serve as directors, not just token representatives, on our Board. They speak up. This is what we have. That's why this whole thing works.

Scholarships are very important, particularly now with the cutback; with the economy and with such high unemployment. We have redoubled our efforts with scholarships, we have gone out there with industry people and in many instances have developed scholarships from scratch. It's creative.

You also mentioned communcation between the two groups, and that is fine at Board meetings, but sometimes these situations can be too formal, and we don't get progress. What we want to do is establish one on one contact here again with the restaurant community and the foodservice instructors. Please don't wait for a restaurateur in your community to come to you. Go to them and tell them what you have to offer to them. Because, they will sit and will listen very carefully I will assure you.

As far as what can be done to upgrade the quality of education so that those people who are going to be graduated from the programs really find the proper work. Well, that again falls to the role of educators. You can't sit here or stand there and only teach theory. What you can do is have a real understanding of what's going on in the industry, and maybe anticipate what the needs in the industry will be. How do you do that? Well, we have an excellent means through NRA and through NIFI, the National Institute for the Foodservice Industry, by offering work-study-grants to instructors and administrators. They get a chance to work and to upgrade their hands-on experience, if you will, in industry. This industry experience will probably make them a better teacher, and their classroom more interesting. They have the opportunity to say to their students. "I was working at Dini's Sea Grill this summer and this situation came up with a customer." People really relate to that, it's a real story, it's something that a student will remember. It makes for a more credible teacher.

So really, in closing, all I wish to say is that I've been very involved, very committed, very excited about what we've been doing in Massachusetts and by the same token, I've been a little bit encouraged to find that when I've gone out and spoken to people across the country, that enthusiasm for vocational education and foodservice careers is almost where it should be. I think that with all these channels of communication going, this council is a stepping stone. AVA has an excellent vocational education journal. There are excellent features in that journal, and I would just love to see that department that calls itself, "It Works," talk about what we have discussed here today. because what we've been doing here today; what Frank has been doing, Stan, Ernie, Ray, Peter, Bob; certainly what Jan and Jack have been doing are success stories. That's what I would like to get across to vocational educational people. It works, only if you want it to.

A special appreciation to the other members of the NRA/AVA Advisory Council whose dedicated participation enabled the Council to achieve the successes it has attained.

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